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ABSTRACT

An action-theory framework is used to systematically analyze the educational literature about student involvement in learning. Action is self-directed and arises from internal stimuli. In contrast, behavior is other directed and responds to external stimuli. The review focuses on the involvement of secondary learners in curricular, rather than instructional learning. Involvement is considered at three levels: individual, interactive, and participatory. In general, student involvement at all levels appears behavior-oriented Recommendations are given for developing more action-oriented students and for further research to develop a theoretical basis for student involvement. These include: (1) an orientation toward student rather than teacher action; (2) active promotion of student autonomy relative to curriculum; (3) developing an ecological model of educational decision-making; and (4) involving students in curriculum development. Comprehensive, systematic, persistent inquiry is required to resolve the dilemma of student involvement in learning. (BS)

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STUDENT INVOLVEMENT IN LEARNING:

AN ACTION THEORY ANALYSIS

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I. The Dilemma of Student Involvement in Learning

Introduction

Typically, when educators discuss student involvement in learning, it is in terms of action teachers take. Learners are commonly characterized as passive recipients of teacher direction. But, what about the student's role in learning involvement? Shifting the burden of involvement to the student is an interesting, neglected schooling issue.

An action-theory framework is a useful way to consider student-centered involvement. On a continuum, students may be behavers who respond to external stimuli, are predictable, and behave as the result of habit or compulsion; or, they may be actors characterized by self-direction, initiative, and response to inner stimuli. Generally speaking, "action" about learning by learners is missing in classrooms today. Transforming other-directed, passive learner behavers into learner actors may be a key to unlocking more significant student involvement in learning.

Purpose

The purpose of this paper is to review educational literature relative to student involvement in learning, then to examine these findings through an analysis which focuses on the student's role. The intent of this analysis is to describe the student's role, whether it be that of actor or behaver. It is intended as a theoretical or conceptual work, as opposed

to an empirical work.

Definitions

Definitions are developed within the context of each discussion as needed.

Methodology

An action framework is used to systematically analyze available information about student involvement in learning. Student involvement is considered at three levels: individual, interactive, and participatory. Although the information is reviewed from a broad base, focus is on secondary learners and their involvement in curricular aspects of learning as distinct from instructional aspects. A concept of curriculum establishes the curriculum focus.

Concept of Curriculum

Curriculum vs. instruction. To differentiate between curriculum and instruction in this study, curriculum is defined as a "structured series of intended learning outcomes" (Johnson, 1967:127). Johnson elaborated on this idea and distinguished between curriculum and instruction, stating that curriculum implies intent which guides instruction and that instruction consists of the interactions between the individual and the environment. He further stated that curriculum prescribes or anticipates the results of instruction. Curriculum is what students are intended to learn, not what they do in terms of activity. The relationship between curriculum and instruction is explained by viewing the curriculum as an output of the

curriculum development system and an input into the instructional system (Johnson, 1967). In this sense, curriculum and instruction are distinct but interdependent.

Domains of curriculum decision-making. Curriculum is built as decisions are made about what to teach and in what order. Goodlad (1979) has identified four domains that define who makes curriculum decisions: societal, institutional, instructional, and personal. The societal domain is identified as school boards, state departments, and other formal groups who decide what general goals will be sought. Within the institutional domain, local schools adopt and adapt curriculum plans to suit their needs. Classroom teachers represent the instructional domain, as they put a given curriculum into operation. The personal domain recognizes students as legitimate potential generators of curriculum.

Forms of curriculum. As an entity, curriculum may be formal or informal. It is dynamic and does not remain static. As the curriculum is implemented, it may change and, in practice, the "operational" curriculum of the classroom teacher may differ from the "perceived" curriculum of the sanctioning institution. It will probably also differ from the "formal" curriculum recommended at the societal level. It will almost certainly differ from the "experiential" curriculum of individual learners at the personal level. All these probably began with an "idealogical" curriculum (Goodlad, 1979:60-64).

Summary. In this study, the experiential curriculum, or "structured series of intended learning outcomes" experi-

enced by individual students within the personal domain is the criterion for learner involvement.

Action Framework

For an analysis of student involvement in learning, an action framework distinguishes between action and behavior. It also explicates components of action and establishes relationships among these components.

Action vs. behavior. Action, as distinguished from behavior, arises out of self-determination. Initiative is involved. Action is the culmination of conscious thought of the actor; it arises from goals of the actor and is an investment by the actor of personal identity. To understand an act, one looks for the actor's reasons instead of causes. On the other hand, behavior is caused and is predictable. Behavior results from habit or compulsion. Merely to be active in the use of one's energies does not imply action. If activity arises from compulsion, it is is not action (Arendt, in Brown and Paolucci, 1979).

Components of action. An actor is one part of the conceptual scheme for the analysis of action in a theory of action (Parsons and Shils, 1954). A situation of action and the orientation of the actor to the situation are the other two components. Analysis of learner involvement in an action framework focuses on the student in the learning environment. A student's position may be viewed either as a system of action or as a point of reference (see Fig. 1). As a system of action, the student may act individually or as part of a collectivity.

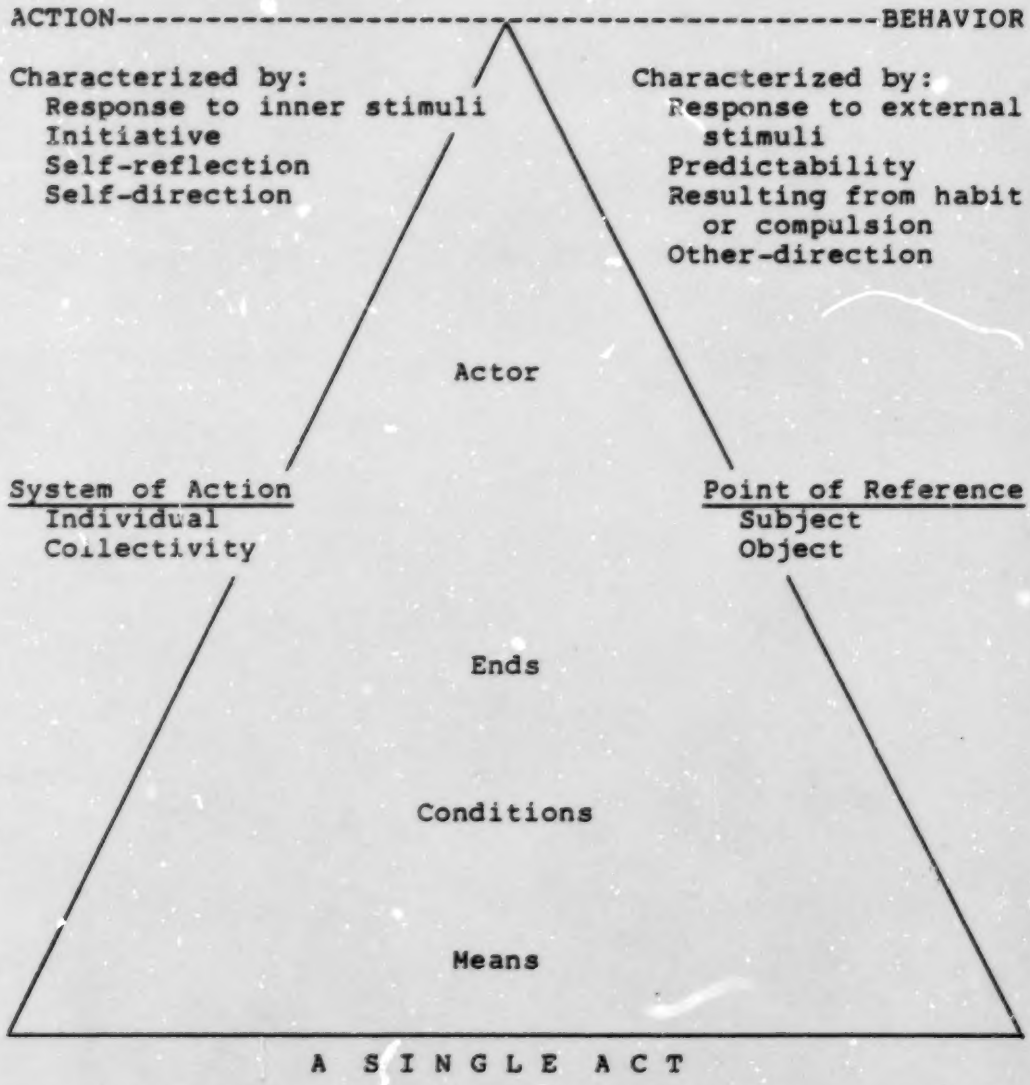

Figure 1

Summary of Components for Analysis of a Single Act by a Student Actor

The mechanism for explaining individual action is personality; collective action is explained by the social system. On the other hand, as a point of reference, the student may be either a subject occupying a central position or an object occupying a peripheral position.

Analyzing a single act. To analyze a single act from the actor's point of view, Davis (1949) identified four critical factors; (1) the actor; (2) the ends, or future state, being sought; (3) the conditions that limit action, and (4) the means to reach the end (see Fig. 1).

Action implies intent; toward what end is the learner's action aimed in the classroom? ENDS are future states of affairs that must be chosen by the actor and require some exertion by the actor to be achieved. Futures that are inevitable regardless of the actor's intervention are not ends. What are ends for students? Are their ends a better future life, grades, education, satisfaction, establishing friendships? Do these ends meet the criteria for being ends? Is the teacher's end for the students the same end students have for themselves? Although lesson outcomes are an unknown future state at the beginning of class, they are not something students choose, nor do they always require exertion by student actors. Exertion, choice, and a future state of affairs may exist only for the teacher.

Future states without obstacles require no exertion, so no action is needed. Such a state cannot be considered a true end. Ends always have obstacles; some obstacles can

be overcome, others cannot. Obstacles that cannot be overcome are CONDITIONS; conditions set limits for action. Physical environment, innate capacity, and society are three general sources of conditions. In the classroom, the end of "gaining knowledge" is limited by student ability, time, and societal expectations. These and other constraints are dealt with consciously and unconsciously in planning a lesson. Teachers make many assumptions about learner abilities as they plan lessons. If obstacles such as learner ability are clearly identified, more appropriate action can be exerted to attain an end. Much student effort is undoubtedly misdirected or not directed at all toward attainable student ends.

MEANS are tools or resources used to reach ends. They may be elaborate or simple and are very individual. In the classroom, absence of a clear end for students may result in vague identification of conditions for either teacher or students. Consequently, no exertion may be needed so no means are ever employed. Students remain mostly uninvolved in learning. Well-planned, well-executed lessons may be superior in terms of teacher performance, but may fail to involve learners in learning because students have never needed to act.

II. Levels of Student Involvement: Individual, Interactive, Participatory

Individual, interactive, and participatory levels of student involvement are arbitrary categories chosen by the author following an exhaustive review of literature. The categories provide a conceptual means for identifying and

analyzing student involvement. At the individual level, student autonomy evolved as the obvious means of achieving involvement. Individual involvement tempered against group dynamics finds expression in ecosystem thinking at the interactive level. At the participatory level, involvement in a specific schooling process is analyzed, namely, curriculum development. The analysis takes place within an action-theory framework.

Individual Student Involvement

To investigate student involvement at the individual level, literature about student autonomy is reviewed. An orientation towards autonomy as a means for students to become involved in their learning seems both exciting and possible.

Concept of autonomy. Autonomy defies simple definition. It derives from the Greek autonomia, meaning independence. Independence implies freedom from influence or subjection by others. If one is not subject to being governed by others, then she is responsible for her own government. Thus, a pure definition of autonomy is self-government.

It is impossible to say, however, that one is completely free of rule by others. Even a self-originated rule is probably the result of internalized influence of some "other" during early formative years (Dearden, 1972). Blackham (1978) agreed that even though one may feel one's behavior is self-authorized, it does not imply it originates with the self.

> The agent may be self-deceived in thinking that he is acting on his own, unaware of determinants of what he does that do not originate with him.

> Behavior is not uncaused; there is no free will in that sense. Neither is behavior wholly self-caused: there is no self-determination in that sense (Blackham, 1978:27)

For purposes of this paper, autonomy is defined as the degree of self-determination possessed by a person in relation to the community of which that person forms a part. Development of autonomy as an integrative characteristic by students should enable them to perceive their own priorities in relationship to others and to the system. In this case, their capacity for initiating action would be enhanced.

Adolescent autonomy. Developmentally, autonomy is not automatically achieved in adolescence. It is dependent upon other stages of growth and has successive levels to be reached before, during, and after adolescence (Erikson,1963). Evidence (Miller, 1978) indicates that only a small percentage of adults reach a high level of autonomy. Autonomy is, at least in part, a learning task set by a particular ideal of human development (Dearden, 1972; Blackham, 1978).

Piaget originally described the evolution of sequential stages of socialization of the child as moving from heteronomy to autonomy (Dittman, 1976). A continuum on which heteronomy is characterized by being "other-directed," and autonomy is characterized by being "self-directed" is a helpful way to visualize the relationship. Adjectives that describe a heteronomous person include: egocentric, conforming, rigid, dependent, having blind faith in authority. An autonomous person is characterized by adjectives such as: cooperative, flexible,

rationally critical, independent. Passive, docile, and compliant descriptions of students typify them nearer heteronomy than autonomy; behavior seems the norm and inclination for action unlikely.

Realization of student autonomy. Current reports (National Commission on Youth, 1980; Brandwein, 1981; Goodlad, 1983; National Commission on Excellence, 1983) that characterize learners as passive are not too encouraging if one hopes to find students as actors at the individual level. In terms of action and behavior, the passive characterization of students leads to the conclusion that students weigh heavily on the behavior end of the continuum.

If students were action-oriented, one would expect to find relatively high levels of autonomous activity in learning situations. This is not the case in most classrooms according to reports of passiveness of students in general. Although the development of autonomy during adolescence is supportive of the critical stage of development of identity (Erikson, 1963); as an ideal, autonomy is valued by educators (Wang, 1976; Deibert and Hoy, 1977; Miller, 1978; Beane, 1979; Coleman, in Austin, 1979); and autonomy should continue to develop during the process of maturation and schooling (Dittman, 1974; Hopkins, 1983), educators provide little opportunity for conscious development of autonomy. It is most often a concomitant learning (Dittman, 1974). School may be a major socializing force in the lives of adolescents, but it is miseducative with regard to their need for development of autonomy.

A major reason for lack of development of autonomy as a conscious part of the curriculum is the need for teacher control (Deibert and Hoy, 1977). Self-direction by students is regarded as a threat to social order. Order is maintained at the expense of autonomy (Welsh, 1980). The structure needed for control generally thwarts development of autonomy. If viewed as "self-determining with regard to community" however, autonomy need not be egocentric, irresponsible, nor threatening to social order. By providing freedom of choice within limits of sound structure, encouraging reflection through reason, and fostering the will to carry out a decision (Partridge, 1979), educators can encourage systematic development of autonomy within the confines of the school.

The need for sound structure for the exercise of autonomy has been either overlooked or misunderstood however (Rice, 1978; Partridge, 1979). Extremes in giving students total direction or total non-direction (Metzger, 1981) have resulted in an inconsistency about classroom structure and practice that leaves students frustrated and confused about what is expected in each situation. By the time they reach secondary school, they have learned to comply with the system. Individual action as a function of autonomy for learning has become less important to students than their action at school relative to friendships and extracurricular activities. A disjuncture about what students and adults think is important at school could be related to an orientation towards action. Students can take individual action about their social lives at school;

but they have very little opportunity to take individual action about their learning. Instead, they mostly behave in response to adult direction about learning.

Conclusion. Student involvement at the individual level is behavior-oriented rather than action-oriented. Students respond, primarily to direction given by others; they are behavers. There is little opportunity for them to act autonomously.

Interactive Level of Student Involvement

"Actions are not empirically discrete but occur in constellations which we call systems" (Parsons and Shils, 1954:54). Individual action occurs within a "personality system" and is action organized about the person. Action between two or more individuals occurs within a "social system." The third and final system, the "cultural," is the overarching system of symbolic patterns.

At school, individual students may act within a personality system; but since actions are not "empirically discrete," one must consider student action in the context of the social system of the school. An analysis of the interaction of students is accomplished by reviewing literature on an ecosystem approach to schooling. An ecosystem approach is useful for the context it establishes to identify interaction between multiple levels of organism and environments. An ecosystem framework is explained and the student's role as either actor or behaver is analyzed within this context.

Ecosystem framework. An ECOSYSTEM is a system formed by the interaction of a community of organisms with their environment. The term "ecosystem" can be applied to any size or level of environment chosen for study. An ecosystem is typically described in terms of levels of organization. The levels are organized horizontally rather than vertically to emphasize that no one level is more or less important than any other.

An ecological model can be an intellectual tool for studying relationships between people and their environment. It enables one to disconnect and reassemble complex interrelationships. It also enables one to look byond the individual organism to the organism's environment for questions and explanations about the organism's behavior and development (Garbarino, 1982). Ecology itself is not a theory, rather

> it is a point of view or definition of a field of inquiry that aids in question formulation. Its content is that of other disciplines. Indeed, each of the systems (and levels of systems) proposed in the scheme has its own attendant discipline or disciplines (Garbarino, 1982:15).

In summary, a student's interactive relationships are measured against an ecological framework consisting of multiple, horizontal levels of organization. Analysis in this context enables one to decide whether the student has a place within the system and whether that role is action or behavior-oriented.

Student involvement in an educational ecosystem. An ecological approach to schooling has been considered by numerous authors (Barker and Gump, 1964; Goodlad, 1975; Bronfenbrenner,

1976; Eisemon, 1977; Goodlad, 1977; Doyle, 1978; Holman, 1980; Joyce, 1980; Wilcox and Katz, 1981; Brandwein, 1981; Sarason, 1982). With the exception of Bronfenbrenner's work (1976) however, none of the authors cited used an approach that meaningfully involves students in the extended sense ofmulti-level ecosystem thinking. Neither is any of these approaches particularly relevant to the role of students in curricular matters.

A fundamental tenet of organizational development is that consultation should be provided to important and intact subsystems (Schmuck, 1980). Students, as members of classrooms, are an important subsystem in schools that outnumber adults by a substantial margin. However, in attempts to develop programs and policies responsive to student needs, students are rarely consulted or viewed as having any legitimate influence over schooling decisions. According to Schmuck (1980):

> students are typically regarded as products of the educational system to be acted upon and shaped, juveniles (not yet responsible citizens) who need to be controlled or protected, or consumers who occasionally want to express their reactions and preferences. Seldom have consultants, educators, or parents viewed students as full-fledged organizational members who do, can, or should participate in school planning, problem solving, and decision-making (pp. 149-150).

As Schmuck pointed out, students are "products," or in terms of the action framework in this paper, an "object point of reference." This role provides little opportunity for student action characterized by initiative or self-direction.

Emphasis on the student role presents a paradox. Sarason (1982) explained that an ineffective ecological approach to schooling is due to the dominant influence of disciplines

such as educational psychology and child development whose major focus is on the individual and individual differences. Person-centered theories sometimes tend to overlook the stage and its setting. Rather than focusing exclusively on either individual traits or environment, an ecosystem framework focuses on interaction between individual and invironment. Ecosystem thinking keeps this interactive relationship prime and reduces the tendency to overlook either individual or environment in learner action issues.

Ecosystem, students, and curriculum. Although he has not labeled it as such, Goodlad's (1979) conceptualization of curricular decision-making represents an ecosystem approach for guiding curricular practice and inquiry. The horizontal representation (Figure 2) Goodlad used is important because it does not reflect a hierarchy. Spheres of influence and possible relationships for decision-making are identified as "domains." Each domain represents groups of people responsible for decision-making about curriculum. These domains have been discussed on page 2 of this paper.

These domains are similar to Bronfenbrenner's levels of organization (1976). Goodlad's (1979) concern with curricular decisions is of special importance to learner action in this paper. A reversal of the order of the domains (Figure 3) would make the conceptualization more consistent with the organization characteristic of an ecosystem. It would also result in an increased emphasis on the student's role.

By reordering these domains (more properly, the assumptions

Figure 12

Goodlad's Domains or Spheres of Influences and Possible Relationships for Decision Making

Source: Goodlad, 1979:348-349.

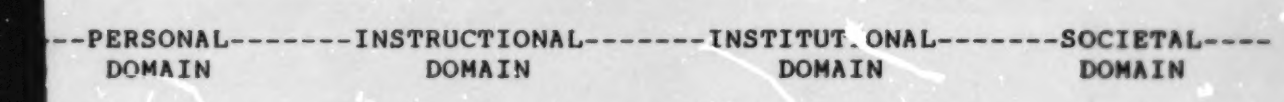

Figure 13

Reversal of Goodlad's Domains

inherent in the domains), the student is in a more central position to be an actor. As an end-point of curriculum, students are reactors, products, and behavers who respond to cause-and-effect designs. As the beginning point for curriculum, they are more capable of initiating and directing. This viewpoint need not imply total student determination, but it does imply that student transactional relationships, as opposed to cause--and-effect relationships, with environment are critical. Recognizing tranactional relationships is a major function of ecosystem thinking. This kind of thinking is more likely to accomodate student action. A possible solution may be to redefine the student's role in curriculum development. This concept will be discussed in the next section.

Summary. Ecosystem thinking is not an end in itself (Garbarino, 1982), but it is a valuable tool for helping educators define important interactive relationships. The ecosystem idea has been successfully used in other disciplines such as human development (Garbarino, 1982; Melson,1980), but its use in education has been limited. The goal of an ecological model is to provide a means for examining relationships between people and their environment.

In an educational context, student interaction with the school environment leads to the conclusion that relationships are not simply cause-and-effect. They are complex reciprocal relationships involving simultaneous mutual influence (Parsons and Shils, 1954; Bronfenbrenner, 1976; Goodlad, 1979; Melson, 1980). Reciprocal schooling relationships, however, have

not been formalized in many instances (Joyce, 1980). Students are notably absent from ecological considerations except in Bronfenbrenner's (1976) model and Goodlad's (1979) conceptualization for curricular inquiry. Although Bronfenbrenner and Goodlad identified the role of the student, neither action nor behavior was described or prescribed. Students do not have a sufficiently significant role in current educational ecosystem models to be described as either action or behavior-oriented. Integration of students within ecosystem levels of action could provide students with a more effective action-oriented role. At the interactive level, current evidence of student involvement is scarce; the general conclusion is that students can be described as neither actors nor behavers.

Student Involvement at the Participatory Level

Introduction. The role of students at individual and interactive levels of involvement has been discussed. Through fairly abstract analyses, the conclusion is that student action, though valued, does not exist to a significant extent at either of these general levels. The next step is to review literature at a specific level of participation to discover the role learners have there. The specific area chosen for research is student participation in curricular development. First, a concept of curriculum development and the student's role is clarified for operational purposes. Then, within that context and using the concept of curriculum formulated earlier in this paper, a review of literature helps describe student

action and behavior in curriculum development.

Concept of curriculum development. Curriculum has been defined as a structured series of intended learning outcomes. Curriculum development actually takes place when certain decisions are made. These decisions involve specific questions about what will be taught, to whom, and in what order or sequence. Answers to these questions are translated into an educational program for students. Littrell and Bailey (1983) identified eight steps for systematic curriculum development:

1. Identification of school goals
2. Creation of subject goals
3. Creation of scope and sequence charts
4. Identification of competencies
5. Creation and compilation of curriculum guides
6. Identification of instructional objectives
7. Curriculum evaluation
8. Curriculum revision

Student's role in curriculum development. Understanding student action in these developmental steps is difficult because of the complexity of the process. Curriculum development means something different depending upon who is involved and at what level. Multiple forms of curriculum development exist because of the many variables that are open to moral and social choice at every step (Short, 1983). Goodlad's conceptual system for describing domains of curriculum decision-making provides a way to visualize who makes curricular decisions and the level of their involvement. Although the conceptualization gives legitimacy to the student's role, it does not prescribe what that role should be.

As a concept, student participation in curriculum develop-

ment is accepted by many educators (Nottingham, 1971;Yingling, 1971; Marquis, 1973; Snelling, 1973; Garner and Acklen, 1979; Butterfield, 1980); but, in practice, the extent of student involvement is confined to low levels (Yingling, 1971). Students are not widely recognized as legitimate curriculum decision-makers (Fullan and Pomfret, 1977; Phillips and Hawthorne, 1978; Hass, 1980; Kimpston and Anderson, 1982). Satisfaction through a genuine role in curricular matters is effectively denied students. In today's school, the student's role in curriculum development is pheripheral. Of 1,800 secondary students interviewed in a recent study by Goodlad (1983), two-thirds viewed themselves as having no voice in deciding what, when, where or how about anything relating to curricular matters.

Why the contrast between acceptance of the concept of student involvement in curriculum decision-making and limited application in practice? One reason is the long-standing dominance of a subject-centered curriculum (Garner, 1979). Another reason is that mechanisms for student participation have been neither clearly understood not implemented (Slater, 1969; Schmuck, 1980). Also, attitudes of faculty toward student involvement are important (Wheeler, 1970). A common perception is that students lack experience and sophistication in the task of curriculum design (Silber and Spivey, 1971; Ausubel, in Haas, 1980; Rooker, 1981).

Student involvement in curriculum development that does exist could be characterized as representative in nature.

Most students who decide curriculum are elected or appointed to committees that develop curriculum (Stemnock, 1970). Although this is a realistic way for students to participate in curriculum development, it limits action to a select few students.

Curriculum development is a process that does not end with instruction. The steps in curriculum development outlined by Littrell and Bailey (1983) (p. 17 of this paper) indicate the ongoing nature of the process. In these steps, student involvement with curriculum is noticeably absent unless a student has been selected as part of a curriculum team. In terms of action theory, student are a "point of reference" rather than a "system of action" in systematic curriculum development. It is revealing to note the lack of formal attention given to student encounters with the curriculum. It reveals a depersonalization, a quality of individual uninvolvement between students and curriculum that seems deliberate. Is it possible to accommodate individual student involvement in curriculum development by outlining a new role for students--one as "transformers" of curriculum (Webb et al., 1983)? Students as "transformers" of curriculum, could become individually involved as actors in the process of curriculum development. This type of role would be a departure from development in the traditional sense wherein students meet with a curriculum committee to decide goals and objectives. A different role is suggested wherein students individually imbue curriculum with personal meaning as part of the curriculum development process.

A student role as curriculum transformer may be an appropriate mechanism for individual involvement in curriculum development. Provisions for individual student involvement in curriculum needs accommodation within existing curriculum development strategies. If such a step were included, curriculum development steps identified by Littrell and Bailey (1983) would be as follows:

1. Identification of school goals
2. Creation of subject goals
3. Creation of scope and sequence charts
4. Identification of competencies
5. Creation and compilation of curriculum guides
6. Identification of instructional objectives
7. Curriculum transformation
8. Curriculum evaluation
9. Curriculum revision

Whatever learning eventuates in the several minds of class members is the final development of curriculum. A view of students that fails to consider them as curriculum developers in this sense contributes to instructional activity that reduces their capacity to act and, consequently, their usefulness as involved learners.

Summary. At the participatory level, student involvement has been analyzed within the context of curriculum development. Although a student's role in curriculum development is considered legitimate and valuable, the role is neither well-defined nor understood. Student participants in curriculum development have a limited role that is largely representative rather than individual. Although the representative involvement that does occur at this level is action-oriented, students in general can be described as neither action nor behavior-orien-

ted because individual involvement at the participatory level does not exist.

Individual student involvement as curriculum developers could be accomplished by including student "transformation" of curriculum as a legitimate step in curriculum development. Although students behave to a great extent as they respond to teacher direction about curriculum, the potential for action by transferring meaning to learning is greatly enhanced by the concept of student "transformer" of curriculum. There is general agreement about the importance of student involvement in curriculum; however, the degree and nature of student involvement along with the absence of mechanisms for their involvement open the area for consideration of many strategies, including that of student transformer of curriculum.

III. Student Actors as Involved Learners Revisited

Summary

The purpose of this paper has been to review educational literature about student involvement in curricular aspects of learning in order to describe the student's role as involved learner, whether action or behavior-oriented. The distinction between curriculum and instruction has been made to delimit the area of study and to place emphasis on involvement with subject matter rather than on instructional activity. Student involvement at individual, interactive, and participatory levels has formed a basis for systematic analysis. An action framework has served as a criterion for describing the nature

of student involvement. The concentration of this study has been on secondary student involvement; conclusions about individual involvement are modal.

Findings

Student involvement does occur in specific, isolated instances in many classrooms; however, findings in the present paper are based on the existence or non-existence of student involvement in general, theoretical practice.

At the individual level of involvement, students are best described as behavior-oriented. Individually, they mostly respond to direction given by others. School structure thatcould provide limits and guidance for increasing exercise of self-determination instead thwarts development of the same.

At the interaction level of involvement, the role of the student is insignificant. The student's role has been identified by Bronfenbrenner (1976) and Goodlad (1979), but it remains peripheral; s specific, well-defined role for students is inchoate in terms of general reciprocal schooling relationships. Involvement, therefore, can be described as neither action not behavior-oriented.

At a specific level of involvement, i.e., participation in curriculum development, again the student's role is recognized and considered valuable. However, it also is ill-defined and emerging on a general, theoretical basis. The involvement that does occur is representative. Individual student involvement at the participatory level cannot be described in terms of action or behavior-orientation. Accommodation of individual

student involvement is possible by recognizing students as "transformers" of curriculum.

In the most general sense, the student involvement that does occur has been described as behavior-oriented. Assuming that some balance of action-orientation is desirable, an action framework provides a rationale for describing components of student action. To become individual systems of action, students need to be able to choose some of their own ends. By definition, these ends require exertion. Ends have obstacles, some of which are conditions; these conditions set limits for action. Within these limits, and toward these ends, students employ means. It is at this point that individual involvement occurs.

Student involvement described as behavior-oriented characterizes students as responders to external stimuli, habit, or compulsion; as other-directed; and, as predictable. In this case, individual ends, conditions, and means are not needed. Students, as individual actors, who select ends, identify conditions, and employ means, are characterized as self-directed. This type of student is best described as cooperative, creative, flexible, rationally critical, and independent.

Recommendations

If concern about student involvement in learning is taken seriously, many areas for study are open. Instances of student involvement do occur at individual, interactive, and particpatory levels; however, a theoretical basis for student involvement has not been well-established. An orientation towards curriculum

at the three levels of involvement, combined with an action theory framework for analyzing involvement, can provide structure for continued study. It is recommended that this structure be used for outling future studies.

A key area of concern is teacher strategies for promoting student involvement in learning. The importance of this topic, however, cannot overshadow the importance of student action in student involvement. Student actors who initiate, determine, cooperate, and create in curricular matters require guidance and structure in decreasing amounts as they become involved at all three levels. Near the end of the secondary experience, students should exhibit evidence of genuine involvement in their curriculum rather than be characterized simply as passive receivers of information. Too much emphasis on teacher strategies and not enough on student strategies leads to teaching--centered classrooms and passive students. Attention to learner action in any form cannot be overemphasized. What can students do to increase schooling effectiveness? This question is not asked often enough. An orientation toward student action rather than teacher action is highly recommended in outlining further studies.

A continuum relating autonomy and self-directedness to heteronomy and other-directedness seems highly correlated and if higher levels of student action are desirable, then it is recommended that educators find ways to actively promote student autonomy relative to curriculum in secondary schools. It is further recommended that a concept of autonomy be used

that recognizes autonomy as an integrative characteristic enabling individuals to make judgments based on the needs of self in relation to others. Use of this concept of autonomy is more realistic in a school setting that a purely self-government concept. A more realistic concept would promote curriculum choices that do more than "value" autonomy. Research is needed to discover strategies for promoting educational autonomy and to discover whether conscious development of autonomy in secondary school students promotes more action by adolescents at individual, interaction, and/or participatory levels of involvement. Further research is needed to show whether a stronger action orientation results in more meaningful student involvement in learning.

It is recommended that an ecological model for decision-making about schooling, and particularly curriculum be further developed. Special attention needs to be given to the role of the student in an educational ecosystem. Emphasis on formalizing reciprocal relationships in schooling matters and strategies beyond representative involvement that is either behavior or action-oriented at the interactive level would be valuable.

At the participatory level, individual involvement may occur meaningfully if students are recognized as curriculum developers in the sense of "transformers" of curriculum. What would be the effects of implementing such a concept?

The dilemma of student involvement in learning is not easily resolved. Comprehensive, systematic, persistent inquiry

is required if answers to student action about curriculum relative to others in the community are to be found. Student involvement in learning at individual, interactive, and participatory levels is a problem that merits detailed study.

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